CHAPTER -V

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This chapter is primarily devoted to provide the conclusion of the study on the basis of the result of the analysis of data. This section includes findings and conclusion of the study. In addition to this section the investigator also gives some suggestions in the light of the present study for carrying out some further research work in this area.

5.01 Findings of the Study:

On the basis of analysis of data the findings related to the different objectives of the study are given below:

(a) Measuring Academic Climate of Schools:

- The study reveals that the provincialized secondary schools of Darrang district shows an average academic climate. The total Mean score of academic climate is 107.58, which fall at P_{50} (Mdn) can easily be interpreted as an average academic climate of the schools.

- It is found that the calculated Mean value of Physical Material (PM), Inter-personal Trust (IPT), School Provision (SP) and Academic Provision (AP) dimensions of academic climate were 22.02, 19.01, 39.9 and 26.56 respectively. These four scores of academic climate represent the average academic climate of provincialized secondary schools.
(b) Comparison of Academic Climate of Urban and Rural Schools:

- The study reveals that there is a significant difference in the academic climate of Urban and Rural provincialized secondary schools. The academic climate of Urban schools (Mean 112.01) are found better than the Rural schools (Mean 104.64). The difference was found in all the four dimensions.

- It is also observed that there is a significant difference in the Physical Material (PM) of Urban and Rural Schools. Urban schools are found having better physical materials than the Rural schools.

- It is also found that there is a significant difference in the Inter-personal Trust (IPT) dimensions of Urban and Rural schools. Rural schools are found better in IPT dimensions than their Urban counterparts.

- The study also shows a significant difference in the School Provision (SP) dimensions of Urban and Rural schools. The Urban schools are found having better school provision than the Rural schools.

- The study reveals a significant difference in the Academic Provision (AP) dimensions of Urban and Rural schools. The Urban schools are found having better academic provisions than the Rural schools.

(c) Academic Climate and Adjustment of Students:

- Product moment co-efficient of correlation was calculated for finding out the relationship between academic climate and adjustment of students which shows that academic climate is positively and significantly related to adjustment of students. The result indicated that high academic climate will be
associated with low adjustment problems of students. This finding supports the conclusion of Kuperminc et al., (1997) to conclude that a positive school climate is related with fewer behavioural and emotional problems of students.

- The study also shows a significant difference between the students of Urban and Rural schools in their adjustment. It is evident from the study that students of Urban schools were having more adjustment problems than the students of Rural schools. In other words, students of Rural schools are better adjusted than their Urban counterparts.

- The study revealed no significant difference in the adjustment of Male and Female students. Hence, it can be concluded that Male and Female students do not differ significantly in their adjustment.

(d) Academic Climate and Academic Achievement of Students:

- Product moment co-efficient of correlation was calculated to find out the relationship between academic climate and academic achievement of students and showed their relationship to be positive and highly significant. The result indicated that high scores in academic climate tend to accompany high scores in academic achievement.

- The study also shows no significant difference in the academic achievement between Urban and Rural students. The mean difference between Urban and Rural students found to be not significant. However, as far as mean scores of Urban students is concerned it can be concluded that academic achievement of Urban students was slightly better than the Rural students.
• The findings of the study indicated significant difference in the academic achievement of Male and Female students. The academic achievement of Male students was found better than their Female counterparts.

5.02 Conclusion:

From the above analysis of data and findings of the study the investigator came up with the result that a student’s progress at school is overwhelmingly dependent on academic climate of schools than on what the other factors does for the students. The study revealed academic climate, as a multifaceted concept to be emerged as a crucial prerequisite for academic success and adjustment of students. In this study, academic climate of secondary schools was analysed on the basis of four dimensions i.e. physical material, inter-personal trust, school provision and academic provision respectively. The study showed that provincialized secondary schools of Darrang district possessing average academic climate. Hence, the academic climate of provincialized secondary schools need further improvement in order to ensure high academic climate to provide more congenial and conducive academic atmosphere in these schools. In connection to Urban-Rural consideration, academic climate is found significantly differed. The academic climate of Urban schools found better than the Rural schools which needs the academic climate of Rural schools to be improved immediately. This situation warrants introspection on the part of the teachers, and administrators working in the Rural provincialized schools to make their academic climate more congenial. Moreover, the academic climate is found significantly and positively related to adjustment and academic achievement of students. In connection to adjustment on the basis of Location and Sex consideration, Rural students found better adjusted than their Urban counterparts and sex differences do not observed in their adjustment. However, in connection to academic achievement,
Urban students do not differed from their Rural counterparts, while sex difference was apparent. Therefore, the investigator concludes that academic climate of provincialized secondary schools of Darrang district in particular and Assam in general should be improved in order to attain more congenial and conducive academic climate so as to reduce adjustment problems and increase achievement level of students.

5.03 Suggestion:

(A) On Academic Climate:

The academic climate survey contains four dimensions of academic climate and specifically assesses students' perceptions in the areas: physical material, inter-personal trust, school provisions and academic provisions:

1. Physical Material:

Suggestion for its improvement:

- School should be situated in places which are open and spacious enough, having pleasant surroundings which soothe the eye and please the soul.
- 'A fine building makes a fine school and a poor building a poor one'. School should be housed in beautiful buildings, which are not only stimulating centre of education for children but also vital centre of community life.
- The classroom should be equipped not only with space for good study but also adequate space for using maps, charts, pictures, specimens, models, projectors, exhibits, tools, craft materials, experiment apparatus etc.
• The school library should include text books, unit booklets, periodicals, newspapers, literary materials, reference materials, dictionaries, encyclopedia etc.

• A good assembly hall should be constructed to organize meetings, lectures, exhibitions, debate and many other activities.

• The school must possess well planned and equipped science room and laboratories to aid instruction and foster greater interest in science courses.

• The school playground must be adequate to adopt sensible, sound and satisfactory means for providing open spaces, garden plots, play areas, sufficient ground spaces under the shaddy trees and so on for different types of school work.

• Proper sanitation should be arranged and cleanliness and good working condition must be ensured. Pure drinking water must be obtained by means of section lift pump to a reservoir or supply of water from the main line of the town areas.

• Lawns and gardens should be created to encourage plantation of trees and variety of flowers to beautify the school.

2. Inter-personal Trust:

Suggestion for its improvement:

• The Head of the institution should set the stage for relationship in the institution. He/she must try to keep the whole staff united and integrated so as to win the confidence of his staff. The Head should create a wholesome emotional tone for the school. In such situation, teachers and students are working and enjoying being with each other.

• The Head of the school must understand the charge of his responsibility. He must show proper leadership, initiative, guidance, fatherly and motherly love and affection to all. In the
same way, obedience to Head is obligatory to everyone in the school.

- The Head should work as a successful public relation officer. He/she not only to maintain relationship with others but also to improve the existing situations. The better the inter-personal relationship in the institution the better will be that institution. In fact, the Head of the school must make continuous efforts to promote good inter-personal trust among his staff.

- A morning assembly of all students of the school will enhance social interactions in multiple ways. In this assembly the senior students interact with the juniors and vice versa.

- The college week, inter-college competitions, the social interaction programme should be properly organized to facilitate good inter-personal trust among Head, teachers, students and other community members. The social interaction can be focused through staff meetings and also in students sitting together in the assembly.

- Staff meeting should be called frequently, at least once a fortnight. The meeting may be called to discuss the common problems being faced by the staff. The Head should personally see that right solution to the teachers problems are arrived at and remedial measure implemented without losing any time.

- The involvement of each staff in some work is very important. It will recognize their importance and develops a feeling of togetherness. R.H. Quiggle quotes ‘people do not fully identify themselves with a situation until they are truly involved in decision making.’
3. School Provision

Suggestion for its improvement:

- The school rules and regulations should be based on mutual respect, trust and solidarity among all members of the school community. School must insist right values, duties and responsibilities in students, teachers, parents and administrative staff to respect the spirit and tenor of the rules and promote convenient and conducive environment in the school. This all enhances academic climate of schools.

- The school should exercise self discipline to promote the capacity of self control, social responsibility, feeling of belongingness, social service and sacrifice in the students. Schools should have self governance or student council to determine their own rules and mode of punishment for violating the same.

- The school staff, both teaching and the non teaching should be sufficiently available to equip the school properly and meet the needs of the students.

- The school library should be well equipped to include both the book resources and non-book resources to provide stimulating, inspiring and conducive environment for studies.

- The hostel facilities of the school is indispensible to constitute healthy school provision.

- The beautification and decoration, electrification, purified drinking water facilities are essentials to constitute healthy school provision.

- The school meal, school transport facility, school uniform, school canteen, school notice board, school union etc. all lead to constitute healthy school provision and thereby builds academic climate.
4. Academic provision

Suggestion for its improvement:

- The school must organize manifold academic activities and facilities to improve academic excellence and betterment of the students. The curriculum and co-curricular activities must be well organized. The academic calendar of the school must give equal weightage to scholastic and non-scholastic performance for the all-round development of students. The teaching learning situation needs to be improved for the academic growth of teachers and students.

- The combined efforts of the teachers, Headmasters, and guardians are essential to encourage and inspire the learning on the part of the students. An intellectual climate must be created in the school.

- There is a need of continuous programme for curriculum improvement to meet the problems posed by our complex culture and situations of life. Moreover, the co-curricular activities should engulf activities for all-round development of students.

- Teachers personal and professional growth is a core to induce academic learning in the students. Teachers professional preparation helps in the teaching, evaluating, guiding, counseling, organizing learning, and diagnosing and remedying many problems of students. A trained and professionally matured teacher can enhance students’ learning by many ways.

- The morning assembly of the school which has educational, cultural, moral and spiritual significance is inevitable to constitute academic provision of a school.
• Schools must organize debate, discussion, talk, seminar, health projects, educational trips, remedial teaching, workshop on improvement of teaching and curriculum.

• A good library provision is most essential to constitute academic provision and thereby academic climate of school. A good library ensures the use of books and creates an environment of reading habits, literary appreciation and creative thoughts.

• The examination and evaluation system should be improved by introducing new type test. The Continuing and Comprehensive Evaluation (CCE) must be made. Home works and assignments given to students must be regularly assessed.

(B) On Adjustment of Students

The complicated process of adjustment is multi dimensional and involves emotional, educational and social adjustment of students in the school environment.

Suggestions:

• Students should feel the school safe-socially, emotionally, intellectually and physically. They must find the school a pleasant place of learning.

• School must not give any scope for violence and personal victimization of students. A recent study of more than 2000 students (ages, 12-16) found that those who witnessed bullying reported more feelings of depression, anxiety, hostility and inferiority. (River, Patent, North & Ashurst, 2009)

• Students feeling of connectedness should be increased. One study revealed that the association between school climate and the level of aggression and victimization is dependent upon each student's feeling of connectedness to the school (Wilson, 2007).
• The school rules and norms should largely and adequately be focused to the students. Research underscores the importance of school rules and perceived fairness in regard to students behaviour. It is evident that schools in which rules are effectively enforced (i.e. better discipline management) have lower rates of student victimization and student delinquency (Payne & Gottfredson, 2005)

• A harmonious relationship among the staff should be established. Blum, Mc Nelly (2002) reports that safe, caring, participatory and responsible school climate tend to foster greater attachment to school and provide the foundation for social, emotional and academic learning of students.

• School must develop self esteem and belongingness on the part of students, because self esteem mitigates the negative effects of self criticism and effect a wide range of emotional and mental health outcomes (Kuper Minic, 2001).

• School should foster the feelings of trust and respect for students and teachers in order to make the child socially adjusted.

• The cultural dimension of the school should be concerned with right values and belief system, such as student peer norms, expectation for success and discipline in school. The school must open to diversity and welcome to all cultures, and also see that teachers, students and other staff are respected and valued.

• School should have a high sense of community. It must encourage interaction and see teachers and students actively communicated. The staff of the school should open to students suggestions, students should have opportunities to participate in decision making.

• The school routine must include the academic and non academic activities. Balanced should be maintained in giving equal weightage
to intellectual, cultural and other social service activities in the school.

- The school should try to overcome the burning problems and instructional difficulties and try to make satisfactory progress in explanatory experiences. Teachers should try to cultivate optimum relationship between classroom objectives and individual outcome. The students also must get opportunities to choice the courses on the basis of their age, intelligence, ability and aptitude.

- Proper training of teachers should be arranged so that they can employ better techniques and method of teaching and make other psychological efforts to maintain academic success of students and classroom discipline.

- Students classroom participation should be increased. Research reports, when students are encouraged to participate in academic learning the potential for academic achievement increases (Voelkl, 1995).

(C) On Academic Achievement of Students

The present study supports the notion that high academic climate tend to foster high academic achievement of students.

Suggestions

- Teachers support is integral to student achievement. In fact, students active participation in the class important.

- Increased parent and community involvement

- Positive inter-personal relationship and optimal learning opportunities for students can increase achievement of students.

- High teacher commitment, positive peer norms, emphasis on group or team cooperation, high level of expectation held by teachers and
students, strong social relations among families will lead to high academic achievement of students.

- Students social relation with their teachers form an important element in their school life. When student perceive their teachers to be interested in them, care about them, students are less likely to drop out (Farrel, 1990).

- Finally, we can conclude that students academic achievement may be attributed to high expectation for success, orderly learning environment, high morale, active engagement in various academic activities and positive social relationship in school.

5.04 Suggestions for Further Research:

Considering the importance of the present study in other aspects the following few points are to be suggested by the investigator for further research.

- Academic climate can be studied in relation to teacher effectiveness, teachers job satisfaction, teacher morale, teachers and students creativity, and psycho-social development of students.

- A co-relational study can also be made between school organization climate and academic climate in respect to some select variables.

- A study can also be undertaken on the basis of teachers, students and administrators perceptions in regard to academic climate.

- A comparative study can also be done on Govt.-private and male-female basis of academic climate perceptions.

- A study can also be made to see the present status of adjustment and academic achievement of secondary school students.

- A co-relational study can also be suggested between nature of adjustment and academic achievement of secondary school students.

- A study can also be made on human relationship aspect in educational institutions.

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